



# CHESTERTON ACADEMY

A CLASSICAL HIGH SCHOOL IN THE CATHOLIC TRADITION

*“The one thing that is never taught is this: that there is a whole truth of things, and in knowing it and speaking it, we are happy.” – G.K. Chesterton*

	<b><i>Classical Education</i></b>	<b><i>Secular Education</i></b>
<b><i>Philosophy</i></b> <i>(Different views of man and world)</i>	<ul style="list-style-type: none"> <li>• Dignity inherent. Made in image &amp; likeness of God.</li> <li>• Reality in true fullness of both material (body) and immaterial (soul).</li> <li>• Direction and purpose is long term—pointed to one’s <i>final</i> end, which is union with God in heaven.</li> </ul>	<ul style="list-style-type: none"> <li>• Materialist view. Valued in relationship to production/contributions.</li> <li>• Reality is limited to what is seen, and no acknowledgement of man’s true final end.</li> <li>• Actions are solely directed toward intermediate and immediate “ends” (ACT, college placement, pleasures).</li> </ul>
<b><i>Objectives</i></b> <i>(Different goals)</i>	<ul style="list-style-type: none"> <li>• To form wisdom and virtue. To seek holiness through fulfilling vocation.</li> <li>• Student to develop knowledge of identity and purpose.</li> <li>• To foster wonder and develop the intellect and the will to know Truth, Beauty, and Goodness.</li> <li>• To love knowledge for its own sake.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on social &amp; cultural norms. No moral standard given.</li> <li>• Attention only to what is quantifiable and measurable (achievement test outcomes).</li> <li>• Beauty, Truth, and Goodness is defined <i>subjectively</i>. (relativism)</li> <li>• Use of talent for self-gratification; knowledge is only a means to an end.</li> </ul>
<b><i>Curriculum</i></b> <i>(Different content and methods)</i>	<ul style="list-style-type: none"> <li>• Comprehensive, integrated curriculum. Systematically planned from start to finish. Subjects are integrated within the same historical timeframe fostering deeper connections and greater innovations.</li> <li>• Structured in view of <i>the end</i>.</li> <li>• Curriculum is based on tried and true <i>content</i> and <i>methods</i>: Great Books, Socratic learning.</li> <li>• Faith and Reason meet in every class.</li> <li>• Teach students how to think.</li> </ul>	<ul style="list-style-type: none"> <li>• Subjects are disintegrated (not connected). Large portion of course selection left to student preferences (electives).</li> <li>• Heavy influence from standardized testing-<i>teaching to the test</i>.</li> <li>• Emphasis on “new” and often untested methods.</li> <li>• Focus on <i>material</i> sources of knowledge, generally omitting immaterial methods of reason (theology, philosophy).</li> <li>• Teaching <i>what to think</i>, not how.</li> </ul>

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<b><i>Character Development</i></b>	<ul style="list-style-type: none"> <li>• Formation in what is good, beautiful and true.</li> <li>• Development of virtue &amp; citizenship/duty, self-control, &amp; manners.</li> <li>• Socratic discussion promotes civil disagreement and rhetoric abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Relativism &amp; Self Esteem.</li> <li>• Lack of moral absolutes.</li> <li>• Opinion-driven.</li> <li>• Learn to separate faith from daily life and reason itself (not integrated in each subject or in one's day).</li> </ul>
<b><i>Equality</i></b>	<ul style="list-style-type: none"> <li>• All possess God-given dignity.</li> <li>• Equal Opportunity to use gifts and talents and well being for the Body of Christ.</li> </ul>	<ul style="list-style-type: none"> <li>• Equal Outcome.</li> <li>• What can I get, versus what I give.</li> </ul>
<b><i>Parent/Teacher Role</i></b>	<ul style="list-style-type: none"> <li>• Parents are primary educators who collaborate with teachers and school.</li> <li>• Teacher is mentor and authority put in place by parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent role diminished and separated.</li> <li>• Teacher as facilitator &amp; "Friend"</li> <li>• Authority figures seen as barrier to freedom.</li> </ul>
<b><i>Student Role</i></b>	<ul style="list-style-type: none"> <li>• Develop the mind and will according to truth and virtue</li> <li>• Students assess opinions, feelings, and ideas in order to make critical judgments about reality.</li> <li>• Students are active participants in their education.</li> </ul>	<ul style="list-style-type: none"> <li>• Child is a product.</li> <li>• No differentiation between objective and subjective truth; focus on feelings and opinions as an end.</li> <li>• Students are passive receptacles of knowledge.</li> </ul>
<b><i>Student Happiness</i></b>	<ul style="list-style-type: none"> <li>• Happiness knowing whole truth and knowing identity/purpose for life.</li> <li>• Look toward eternal happiness.</li> <li>• Able to overcome difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• Happiness tied to material pursuits.</li> <li>• More apt to compare to others, not see final end.</li> <li>• More likely persuaded by false logic/culture of the day.</li> </ul>

*“A dead thing can go with the stream, but only a living thing can go against it.” – G.K. Chesterton*

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